**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: Days 2 and 3 |
| **Unit Title: Investigating Inventory** | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s): How do I compare numbers in terms of greater than or less than? How do I use base-10 blocks to represent a given number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  <http://www.fuelthebrain.com/Interactives/app.php?ID=201>. | | **Student:**  **Decks of cards**  **Classroom computers** | | | **Skip count**  **Place value**  **Ones**  **Tens**  **Hundreds**  **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3 and 2.NBT.4** | | | | | |
| **I Can Statement(s): I can learn to compare numbers in terms of greater than and less than. I can use base-10 blocks to represent a number between 1-1,000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher calls a random student up to the front of the room with you and tells the class we are going to teach you a new game. Shuffle a deck of cards and then teacher and student each pulls 2 cards off the top of the deck. Each person adds up his or her cards values and then we compare who has the larger total amount. How much is missing from the smaller number?  How do you know that is the missing number? Segway to teacher directed | | | | | |
| **Teacher Directed:** Using classroom desktop computer (linked to display on classroom tv so that all students can see) go to <http://www.fuelthebrain.com/Interactives/app.php?ID=201>. Show students how we can find that missing number from the deck of card game. Tell two students to pull 4 new cards from the deck, add their respective cards, and compare to see which is larger. Say the big number is 15 and the small number is 9. How many tens are in 15? Drag one tens block over. How many ones? Drag 5 ones over. Now how do we find the difference with 9? Take 9 ones (1 tens block and put a new ones block on) to show the mystery number is 6. Tell students that they will be learning how to do this up to 1,000. | | | | | |
| **Guided Practice:** Have the overhead projector up in the front of the room and tell the kids we are going to practice representing numbers using base-10 overhead blocks. Have the kids pick a number between 1-1,000 and demonstrate how to make a few numbers using the hundreds, tens and ones blocks. Then have the kids tell you how to make some numbers to see if they are getting it. | | | | | |
| **Independent Practice:** Have the deck of card game and the fuelthebrain.com game on the computers act as two centers and have half the class do one center while the other half does the other like math center rotations. Walk around the room and help those who are struggling.  Day 2 – Have the kids rotate again so that they get to do the center that they missed yesterday, and also so that you can have the opportunity to pull kids to the back of the room one-by-one to complete an informal assessment with base-10 blocks. Have individual kids show you how they are thinking through the process of making a representation of any number you give them. Keep a checklist of how well each student can demonstrate knowledge of the skill. | | | | | |
| **Closing/Summarizing Strategy:** Have students go in their math journals and write a reflective statement saying how they felt about the two games with the deck of cards and the fuelthebrain.com website game. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Instead of using a deck of cards for the mystery number game, instead use a 20-sided die in the place of the deck so that there are more and larger numbers to work with and challenge kids. | | | Pull over kids who are having trouble and have them practice making different representations of numbers less than 100 so that they can practice with smaller numbers. | | | Work with the essential vocabulary words and go through each one to make sure that all students know what all the words mean. |
| **Assessment(s):** Informally assess the students during math center rotations and look through their math journals to see how they are self-assessing. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |